



# OUTCOMES PRODUCED

1. In 1979 we reported a study in which 10 experimental and 9 control elementary schools were involved. The results included:
  - a. Vandalism costs were reduced an average of 57%
  - b. Student disruptions decreased significantly
  - c. The rates of praise by teachers increased significantly
2. This encouraged us to do another project involving 18 elementary and middle schools that was reported in 1983. The results included:
  - a. Vandalism costs were reduced an average of 78.5% while control schools experienced annual average increases of 35% to 56%
  - b. Student disruptions were decreased significantly
  - c. The rates of praise by teachers increased significantly
  - d. Fewer discipline problems, greater cooperation, and more positive feelings among students and staff were reported to outside evaluator
3. We then tried the strategies in the early 1990's in a high school setting to reduce dropout rates (1993). The following results were obtained:
  - a. The percentage of students working on their assigned activities increase from a range of 8% to 35% to a range of 70% to 100%
  - b. Dropout rates for at-risk students decreased from the typical 50% to 80% for similar at-risk students (poor, urban, minority, frequently absent, and well below grade level) to slightly below the district's average dropout rate of 33%
  - c. Suspensions decreased by 35.5%
  - d. Rates of approving comments by teachers increased, while their disapproving comments decreased
4. We also researched and identified factors that contribute to antisocial behaviors (1987, 2000)

## REFERENCES

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